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# MAHPER NEWSLETTER

Montana Association for Health, Physical Education and Recreation

WINTER, 1976

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## President's Message

**Dr. Ellen Kreighbaum, MSU**

WE WERE, WE ARE, WE WILL BE - - -

WE WERE

together in spite of the adverse climate during our October Convention and it was nice to see close to a 100 people attend, especially the student turnout and the Autumn Quarter Student Teachers from nearby school systems. The sessions were few but the ones that were held were enjoyable and interesting. I hope that those of you who attended your first MAHPER Convention had a favorable experience.

WE ARE -

back to our responsibilities now that the convention is over but hopefully you are using a little of the friendship and information from the convention to lighten your load. The MAHPER Newsletter is intended for publication three times—winter, spring and fall. Won't you share your thoughts, teaching and coaching ideas with the rest of us by jotting them down, and sending them to the editor for the spring edition?

WE WILL BE -

sending a representative to the State Task Force on Humanities Instruction and to the Advisory Council to the Joint Staff Committee on Health. Reports from those meetings should be in the next Newsletter. We will also be preparing for our next convention which will be held in Bozeman for the first time. The program is divided into several areas, e.g., elementary education, men's and women's athletics and aquatics. *Each* of these areas will have 3-4 sessions at our convention so that we hope you will feel it will be well worth your time and expense. If any of you would like to contribute suggestions for programs *or* put on a program, please contact Dr. George Shroyer, Department of Health, Physical Education and Recreation, Montana State University, Bozeman, MT 59715.

Montana has a multitude of excellent resources hidden within its borders, one of those is you. Won't you help MAHPER by contributing to a newsletter, making suggestions for our convention, or encouraging some of your colleagues to join our association?

My best wishes for a successful and creative year.

## Educational Conference May 13-15

AAHPER will launch its Western College and University Physical Education Conference May 13-15, 1976 aboard the largest passenger ship afloat, the Queen Mary at Long Beach, California.

The three-day conference will be devoted specifically to the general college physical education program, offering conferees participation in round-table discussions and small interest group meetings as well as large general sessions with featured speakers.

Topics tentatively scheduled for discussion include Title IX, funding sources for physical education programs, modernization of existing physical education programs, multi-media, non-activity electives, grading, use of para-professionals and the legal implications of high-risk activities.

Conferees are invited to tour the Queen Mary's 12 decks, museum and the world's largest marine exhibit designed by the noted ocean explorer, Jacques Cousteau.

Conference registration fees are $25 for non-AAHPER members, $15 for AAHPER members and $10 for students. Registration will take place Thursday evening, May 13, from 6:00 to 8:00 p.m. and Friday morning, May 14, from 8:00 a.m. to 9:00 a.m.

For further conference information, write: Bob Pestolesi, Dpartment of Physical Education, California State University, 6101 East 7th Street, Long Beach, California 92664.

## National Physical Education and Sports Week

The week of March 1-7, 1976 has been set aside as National Physical Education and Sports Week. This week was designated by AAHPER's National Association for Physical Education and Sport as a time when physical educators and friends of physical activity could speak in unison across the country for the new physical education for children and youth. The sound should be heard from coast to coast. While State HPER Association plans are far advanced in many states, there is still time to implement individual plans locally. For other ideas consult "Speak Out," special section in JOHPER, October, 1972. Reprints available on request from AAHPER-PEPI. For wording of proclamations for National physical Education and Sport Week to be used locally, write AAHPER-PEPI for sample copy.

# Games Analysis: an Alternative to Games Teaching

**Dr. Don Morris, MSU**

Part of every elementary physical education program consists of participation in games by our youngsters. It is necessary to re-evaluate our games activities to ensure that this part of our physical education program is making a contribution towards the total education of each youngster physically, intellectually, emotionally and socially. As educators we suggest that our educational aims are to stress individual learning, with the youngsters reaching their potential at their own rate of learning, and youngsters should learn how to make responsible decisions. Thus, obtaining physical skills is important but so is also the process through which these same skills are learned.

Do teacher-directedgames account for individual learning, do they allow for responsible decision making on the part of the youngsters? By structure and design, teacher-directed gamcs do not always allow for many of the previously mentioned educational aims to be met. Is there an alternative to traditional teacher-directed games? Yes, the youngsters can be challenged to use their ingenuity and originality to develop their own games with their own rules. However, this does not occur overnight without help and direction from thc teacher.

A concept entitled "Games Analysis" has been dcveloped over the last six years by the author. A book entitled, *How to Change the Games Children Play,* will be available March, 1976 further explaining the games analysis concept. Essentially, games analysis is an attempt to provide a framework or model from which any movement game can be analyzed. Games analysis answers the question, "What do all games have in common?" There are things which are consistently lound in all games from running games to striking games. The author has developed a games analysis grid which consists of six categories. Within each category there are many components that help make a game a game. Thus, a model is provided from which teachers and students are able to design, change, adapt and make decisions about the entire structure of any game previously played or any game needed to be played to enhance specific motor, social and emotional outcomes.

Games Analysis Model w/sample components

| Players | Equipmcnt | Movemcnt | Organizational Patterns | Limits | Purpose |
|---|---|---|---|---|---|
| 2/team | balls | running | random | 3 outs/ inning | to win |
| 3/team | bats | jumping | circle | 5 mins/ qrt. | to dcvelop locomotor skills |
| 6 on one team, 4 on other | sticks | skipping | columns | 6 pts/ T.D. | to develop locomotor skills |
| ? | ? | ? | ? | ? | ? |

Games analysis allows the teacher to study any game he or she teaches, participates in, or watches and dissect that game's components into the preceding six categories. Once this step is completed, it is possible to provide a multitude of educational experiences by changing the components of one or more categories dependent upon what he or shc wants to occur on the field or in the gym.

*Student Decision Making*

If decision making is a necessary skill for youngstcrs to possess and if dccision making is a learned process, then it logically seems to follow that an opportunity nceds to be given to the child to make decisions. An opportunity to make decisions is given to the youngster when the tcacher allows him or her to change the structure of a game to mect the motoric, emotional and social needs of an individual youngstcr or group of youngsters. This is accomplished by allowing the youngster(s) to changc or manipulate one or more of the components within a givcn category(s). Initially, the teachcr controls the game environment by making all ol the decisions about thc game. By gradually relinquishing game structure decisions to the youngsters in a prescribed manner, thc youngsters learn how complex gamc design is, they learn how one gamc category relates to another, and they learn how to deal with the responsibility that accompanies any decision-making process. It is important that thc teacher initially be the person to decide which category will be altcrcd; thcn as the youngsters learn how to function within this decision-making environment they can begin to make their own decisions regarding game structure. The author has found over the years that youngsters should first be allowed to alter the players/team category, then the equipment category and next the movement category. With these changes occurring, concurrent limit category changes must also occur.

Games analysis involves a learning process on the part of the youngsters and teachers. Daily lesson plans and more specific directions regarding the use of games analysis in grades 3-12 (author uscd this concept in these grades) can be requested by contacting the author. The intent of this article has been to introduce you to an alternative. Only two of the uses of games analysis have been presented; this model can also bc uscd for problem solving activities, design of lead-up games to develop specific motor skills, creative game design, games for exceptional youngstcrs. There is more than one way to play basketball and include everyone in thc game without having 4-5 substitutes waiting to play. Let's give the youngsters a chance to enjoy activity rather than endure it!

# Physical Education Public Information Programs at AAHPER Convention

WASHINGTON, D. C. November 20—"How Others View Physical Education" is the topic of the Physical Education Public Information (PEPI) program at the American Alliance for Health Physical Education and Recreation (AAHPER) Convention in Milwaukee, Wisconsin, Friday, April 12, 1976, 3:15 to 4:30 p.m.

National PEPI Coordinator John Gura will preside for a panel of speakers headed by Carol Kimmel, national president of the PTA and the Honorable Ralph Metcalfe, (D-Illinois-, U.S. House of Representatives. The panel will also include a sports writer for a metropolitan newspaper and a representative of the National Association of Secondary School Principals.

The PEPI Workshop, Saturday, April 3, 3:45-6:00 p.m. will focus on "Efforts to Change How Others View Physical Education." Not necessarily a rebuttal to the Friday program, the workshop will explain philosophy and techniques of informing the public about physical education. The workshop will show five public information methods at five stations in twenty-minute segments: *Demonstrations* will be led by Ted Hucklebridge, Sonoma, California, and Robert Leake, Utah State Department of Education; *Broadcasts,* by Freeman Miller, Matawan, New Jersey and a media representative; *News articles* by Gerald Carlson, University of Colorado, Denver; *Community meetings* by Joan Sullivan, Portland Community College, Oregon, and Billy Gober of DeKalb County Schools, Decatur, Georgia; *Role Playing* by Diane Lewandowski of the Chicago Public Schools and George Oberle, Oklahoma State University.

The PEPI Drop-In Center will be open from 9 a.m. to 5 p.m. from Friday, April 2 until noon on Tuesday, April 6. Materials and audio-visual aids available from AAHPER, state associations, universities and school districts will be shown and analyzed. Participants will include PEPI Action Consultants and PEPI Coordinators.

The 91st Anniversary Convention of the American Alliance for Health, Physical Education and Recreation will be held April 2-6, 1976 in Milwaukee, Wisconsin's MECCA (Milwaukee Exposition and Convention Center and Arena.) Hotel Marc Plaza is the National Headquarters for the event. The national convention is being held in cooperation with Midwest District of AAHPER. For information on housing write to Marian Shapiro, Convention Coordinator, AAHPER, 1201 16th Street, N.W., Washington, D. C. 20036.

# MAHPER Executive Board Members

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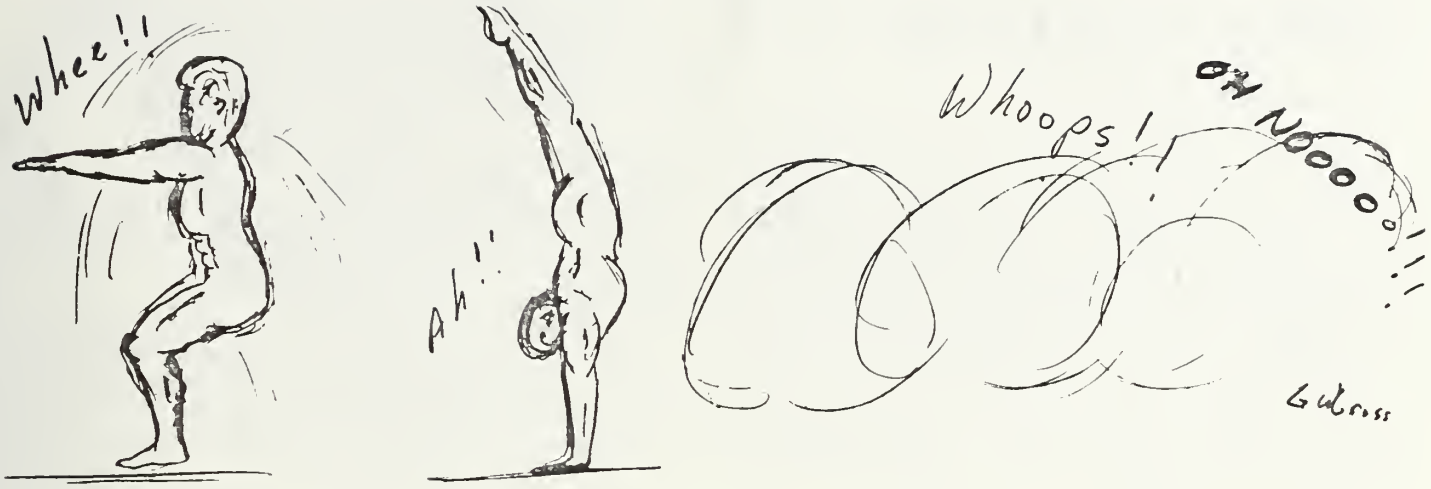
The MAHPER Newsletter is published by the Montana Association for Health, Physical Education and Recreation, a non-profit organization, and is mailed to its members. Typed articles and news should be submitted to the Newsletter editors:

Dr. Gary Nygaard
Department of HPER
University of Montana
Missoula, Montana 59801

Membership application cards and information requests should be directed to:
**Fran Buckless**
**Montana State University**
**Bozeman, Montana 59715**




## AAHPER Offers Drug Abuse Self-Awareness Series

Three film modules and supportive printed materials designed to help students deal maturely with the drug issue are now available throuth the American Alliance for Health, Physical Education and Recreation.

Unlike previous films in the drug area, they are free of overt or concealed judgments or dogma. Their goal is to stimulate a series of discussions helping each student to become more aware of his or her own feelings and attitudes. "This self-awareness", according to Barbara Cooley, President of the Association for the Advancement of Health Education, "leads to more responsible decisions and behavior with respect to drugs."

The three films in the series are a compression of everyday experiences of high school students. Module 2 deals with humiliation and anger. Paul, another high school student, is accused of smoking marijuana by one of his teachers. He is humiliated in front of the principal, he and his friends are searched by the police, and he is confronted by his mother. This module is designed to stimulate discussion of the angers felt by young people towards teachers, police and parents as they relate to drug abuse.

The third module, "Compassion," forces a discussion of love—real love for friends and parents or chemical love induced by drugs. The subject is LSD and the experience of a girl who takes it because she is denied the love of her parents.

The three-module series is one hour in length and requires 12 periods in the classroom or as a volunteer extracurricular activity. Included with the program is a comprehensive discussion leader's guide and a series of student work-sheets which help the participants relate the feelings and attitudes that are brought to the surface by the discussions.

The series, produced under the supervision of the New York State Education Department, is available on a preview, rental, or purchase basis. For details write: AAHPER/AAHE Film Modules Distribution, 496 Deer Park Ave., Babylon, N.Y. 11702—or contact Marjorie Wormser at (516) 587-6566.

*Miscellany*

The most strokes on one completed golf hole by a woman golfer occurred in a qualifying round or the Shawnee Invitational in 1912. One of the golfers took 166 strokes on a 130-yard par three hole. Her tee shot went into a river and the ball floated. She set out after it in a boat, beached it 1 ½ miles downstream and played it back through a woods.

The lowest recorded score for throwing a golf ball around an 18 hole course is 113, on a 5,895 yard course (1968).

The fastest tennis serve ever measured was 154 m.p.h. by Michael Sangster in 1963. Crossing the net the ball was traveling at 108 m.p.h.

## NGF Workshop Consultant Service and Seminar Offerings for 1976

The National Golf Foundation announces the continuing availability of its *consultant service for teacher-educator workshops* sponsored by interested schools and organizations throughout the country. Also, three week-long *Seminars for Teachers and Coaches* will be offered during the summer months.

Through the NGF consultant service, one, two or three day programs can be scheduled by an organization where a minimum of twenty-five teachers, coaches and/or physical education major students will be in attendance. Content is individually planned to provide participants with the latest methods for individual and group instruction, and coaching techniques. Those interested in requesting this consultant service should write directly to NGF headquarters.

In addition, three NGF Seminars for Teachers and Coaches are scheduled for those seeking a more indepth concentration upon methodology. One session for those at either a beginning or advanced teaching level will be offered June 20-25 at Singing Hills Country Club and Lodge, El Cajon, California; Dartmouth College, Hanover, New Hampshire will be the site for the beginning level program, July 5-10 and August 1-6 will be the dates for the advanced level session at Pine Needles Lodges and Country Club, Southern Pines, North Carolina. Academic credit will be available at each Seminar. Highlighting the sessions will be noted instructors JIM FLICK, BILL STRAUSBAUGH, JR. and GARY WIREN. Brochures and applications may be obtained from the NGF, 707 Merchandise Mart, Chicago, Illinois 60654.

**MAHPER NEEDS YOU, YOU NEED MAHPER**

Professional Member $5.00 Student Member $1.00

Please fill out the form below and mail with your check to:

**Fran Buckless**
**Montana State University**
**Bozeman, Montana 59715**

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Town Montana Zip

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**Grade Level** _____

# From the Dark Ages to Renaissance by Increasing Health Standards

**Dr. Oral Behunin, MSU**

Anyone active in health or physical education in Montana in past years has seen ample evidence of lack of interest or activity in the field of health education.

Montana lags behind most states as far as approved school health education programs are concerned. Even in those schools where health programs are in existance they have not had the prominance nor have they been emphasized as have physical education programs. This has been due in part to lack of qualified health education teachers. Many physical educators while accepting in principle the close relationship between health and physical education reject health in practice because they have little interest or preparation in the area.

The State Department of Public Instruction has accentuated physical education programs at the expense of health education by enforcement of accreditation standards in physical education. Health education has not received such crucial accountability.

During the week of October 27-31, the State Department of Public Instruction held hearing at various locations throughout the state for interested parties to give input concerning new accreditation standards for Montana schools.

Among several proposed new accreditation standards pertaining to health education was item 97 which read as follows:

> "A school must offer at least a two-year program of physical education and specific instruction in a *comprehensive health education program* for earning one unit of credit during the two-year period. Pupils must take health and physical education for two years. Participation in interscholastic athletics cannot be utilized to meet this requirement."

The underlined statement, *"a comprehensive health education program"* underscores a basic difference between the old and the new proposed accreditation standards. A comprehensive program is then described to include such areas as personal health, mental health, disease control, consumer education, nutrition and drug education.

Even though there are numerous specific areas of instruction not mentioned in these proposals, they can serve as guide lines within which the health teachers can develop their own styles, materials and approaches, tailored to the interests and needs of the students, the environment, local school conditions, school size, etc. Each individual teacher's creativity can be given ample expression within these sbject areas.

To include all possible subject areas in a comprehensive health education program could create considerable objections which in turn could result in rejection of the proposed standards. Any controversial subject matter could be handled within this framework. Any school or district could either include or exclude controversial issues and still be within the accreditation standards. The individual teacher has latitude in application of the standards.

The only way the new standards will be accepted and enforced is by support from those in the fields of health and physical education. Let's show that we can give more than lip service to promote health education.

Please help write letters of support to the State Department of Public Instruction for passage of the new accreditation standards and help health education in the state of Montana get out of the dark ages.

# Coeducational Flycasting at Montana State University

**Dr. Gary Evans, MSU**

Five blue ribbon trout streams are located within 35 miles of the Montana State University campus in Bozeman, Montana. For the dedicated fly fisherman, one could hardly hope to find a better place to live in which to pursue his favorite pastime. It is not surprising, then, that Flycasting is a very popular physical education activity course.

The course is offered for one credit and meets for one lecture and a two hour lab each week. It is designed for beginners and has proven very popular for girls as well as boys. The course enrollment is limited to twenty students, and three sections will be offered spring quarter 1974 to satisfy the demand.

An equal amount of time is spent on lectures and practical application. After the first three weeks of introducing the students to the basic principles and skills of flycasting, a field trip of practical application follows each lecture period. For example, during autumn quarter 1973-74, following the lectures on dry fly, wet fly, nymph and streamer fishing, a field trip was taken to the West Gallatin, Madison, East Gallatin and Yellowstone rivers. The class was divided into small groups of 6 or 7 for each trip and an instructor or assistant accompanied each group for assistance and instruction. The majority of the students were successful in hooking and releasing trout on these trips.

*Course Objectives* Course objectives attempt to develop the students in each of the three domains: cognitive, affective and motor. A special effort is made to develop an appreciation for the beauty and ecology of trout habitat. The students role in maintaining and preserving good trout waters is emphasized.

General Objectives

A. To teach students the fundamental knowledge involved in flycasting for game and food fish of the Rocky Mountain Region of the United States.
B. To develop basic skills involved in fly casting techniques.
C. To provide the knowledge necessary for the student to be able to select and care for equipment involved in fly fishing.
D. To make students conscious of conservation, fly fishing etiquette, ideals of sportsmanship and fishing laws.
E. To instill an appreciation for the art of fly fishing.
F. To develop an attitude toward worthy use of leisure time by initiating the students in an activity that can involve them for the rest of their lives.
G. To have the students experience the thrill of hooking fish by fly fishing on some of the Bozeman area's blue ribbon trout streams and lakes.

*Class Organization* Students furnish their own tackle and equipment, provide their own transportation and insurance and must have a valid Montana fishing license for the day of each field trip. Many students rent or borrow equipment, but the majority own or purchase their fishing gear. The Physical Education Department provides fly tying materials and vices for fly tying instruction.

Participants must be in reasonably good health in order to participate in the field trips. Skill instruction is conducted on the intramural field during good weather and in the fieldhouse during inclement weather. Some instruction is also done on the Fish and Game ponds on the west edge of the Bozeman City limits.

*Course Outline and Learning Experiences* Films and guest lecturers from the Montana Fish and Game Commission are used to cover trout identification and habitat, life cycle of trout, entomology and Madison River hatchery program. Experienced fly tiers are used to assist with the three periods of fly tying.

Course Content and Learning Experiences

A. Introduction and course procedures (one period)
B. Selection and care of fly fishing equipment (one period)
C. (Practical) Fly casting skills (four periods)
   1. Stance, grips, line pick up, loops
   2. Back cast, false casting, single haul, double haul
   3. Roll casting, galloway cast, hook cast, "S" cast
   4. Hooking and playing fish
   5. Leader construction and knot tying
D. Fish identification and trout habitat (one period), Montana Fish and Game.
E. Techniques of fly fishing (four periods)
   1. Fishing dry flies
   2. Wet fly fishing
   3. Fishing nymphs
   4. Fishing streamer, bucktails and muddler minnows
F. Fly fishing philosophy and stream ethics (one period)
G. Fly tying, lure making and rod building (three periods, practical application)
H. Dry fly fishing field trip to West Gallatin River (one period)
I. Wet fly fishing field trip to Madison River (one period)
J. Nymph fishing field trip to East Gallatin River (one period)
K. Streamer fishing field trip to Yellowstone River (one perio)
L. Practice all methods of casting (one period)
M. Testing (one period)

Total: 21 periods

Feedback from students has been excellent and numerous requests for an advanced course have been received. A special 2 credit summer workshop is planned to help fill this need for this coming summer. A highlight of the workshop will be a three day overnight field trip to two of Montana's high country lakes and famed Big Hole River. Students will be required to pack in 2 to 3 miles to some fairly remote lakes to sample and experience the thrill of hooking a trout on a self tied fly in a beautiful setting. A few native brookies or cutthroat will probably find themselves in a frying pan over an open campfire and eventually end up in the students' stomachs! (Note-Dr. Evans has indicated that he would be happy to assist anyone interested in getting this course started with resources, films, materials, etc.)

# Northwest I-lappenings!

State Convention participation and interest seems to have been on the upswing in the Northwest this fall. This was especially noticeable in Alaska and Idaho which did not have state meetings a year ago, but which seem to have a rejuvenated spirit this year. Worthwhile programs at all the state meetings helped to give everyone who attended a professional "shot in the arm."

Northwest Convention

The program for the Northwest District meeting at the Hilton Hotel in Portland, April 22-24 is shaping up into a strong meeting with outstanding resource people and a variety of content to whet each member's appetite. We hope you will put the date on your calendar now and tell colleagues who are new to our district.

"Alliance on the Move"

Roger Wiley, strong Northwest supporter and present President of AAHPER met with the Northwest District Board in September and shared some of the happenings at the national level. The theme for the Milwaukee convention next April is "Alliance on the Move." For this convention an Alliance flag is to be designed and flown. If some of you are interested in submitting a design please sketch out your idea and send to Roger (at either W.S.U. or AAHPER Headquarters) right away.

Share in the Future

If you would like to contribute to the strengthening of the Alliance for Health, Physical Education and Recreation and not spend a penny over the long run - send $10 to the Share in the Future program which Roger has initiated to provide some financial base from which money can be drawn without having to pay interest on outside loans. Your money will be used by AAHPER for 3 years and then you may either get it back or give it to AAHPER. You will receive an attractive lapel pin as well as a sense of having helped your professional association.

Your input Needed

Dr. Hazel Peterson, Past President and Chairman of the Nominating Committee would welcome your suggestions as to able candidates for any of the elected offices. (President, Treasurer, etc.)

Bob Stoelt, Chairman of the Honor Awards Committee is also seeking input from members as to colleagues who are deserving of recognition. His address is Bellevue Public Schools, Dist. #405 - 310-1022nd Ave., Bellevue, WA 98004

Project Adventure

The Recreation Division is setting up a pilot program for the teaching of risk-taking activities. It is hoped that this program can be taken to several areas in the Northwest next year so that those physical educators who would like to include this type of content in their programs will have easy access to learning more about these activities.

Pepi

Under the leadership of Joan Sullivan, Pepi is going full force in certain areas of the Northwest, especially in Oregon. If you need help in publicizing the physical education programs in your area contact Joan at Portland State and find who the closest pepi coordinator is.

Resource File

We are attempting to gather information on persons in the Northwest either in or out of our fields who are excellent resource people for school programs, state conventions, workshops etc. in the areas of health, physical education, sport, dance, recreation, outdoor education and similar areas. Please send the person's home address and abilities to Edith Betts and we will make up a resource list which will be available to each state.

Northwest District Executive Board for 1975-76

If you have questions or suggestions here is the group which was elected to serve the district. Don't hesitate to contact them.

President - Dr. Edith Betts - University of Idaho, Moscow, Idaho
Past President - Hazel Peterson, University of Idaho, Moscow, Idaho
President elect - Lee Ragsdale - Portland State Univ., Portland, OR
Vice President, Health - John Dayries, U of Montana, Missoula MT
Vice President, Recreation - Joel Meier, U of Montana, Missoula MT
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State President - Wash. - Bonnie Purdy, U of Washington, Seattle, WA
State President - Alaska - Barbara Cadden - Chugiak High Sch., Eagle River, AK
State President, Montana - Bob Williamson - School Dist. #2, 101-10th St. West. Billings Montana
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NAGWS Representative - Barbara Johnson - Capital High School, Boise, ID
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Dance Representative - Diane Walker - Univ. of Idaho, Moscow, Idaho
Chairman, Exhibits Committee - Jeanette Masilionis, Oregon St. Univ. Corvallis, OR
Historian Archivist - Lestle Sparks - Williamette University, Salem, OR
Convention Manager - Chuck Becker - Portland State University, P.O. Box 751 Portland, Oregon
S.A.C. Representative - Mary Ann Ellison - University of Idaho, Moscow, ID

# MONTANA STATE UNIVERSITY
# CONTINUING EDUCATION COURSES

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COURSE: HOME ECONOMICS 480 - NUTRITION: FACTS AND FANTASIES

CONTENT: A survey of nutritional needs through the life cycle and the foods that supply them. Designed for personnel who need accurate information as well as information concerning resources available. To be offered in Butte, Glasgow, Kalispell, and Miles City. Suggested for Public Health and School Nurses, Social Workers, Extension Agents, Teachers.

## LOCATIONS - INSTRUCTORS - DATES

**Butte:**

LOCATION: Montana Tech Campus, New Mining and Geology Building, Room 301

INSTRUCTOR: Ms. Diana Halter

DATES: June 21 through June 23, 1976

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**Glasgow:**

LOCATION: Glasgow AFB, Mountain Plains Corporation, Building 814

INSTRUCTOR: Miss Mildred Mattfeld

DATES: August 9 through August 11, 1976

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**Kalispell:**

LOCATION: Flathead Valley Community College Campus, Montana Hall, Room 22

INSTRUCTOR: Mrs. Alice J. Voerman

DATES: June 21 through June 23, 1976

- - - - - - - - - - -

**Miles City:**

LOCATION: Miles Community College, Room 106

INSTRUCTOR: Mrs. Kathleen Schlepp

DATES: June 21 through June 23, 1976

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FEE: $21.00 - 1 MSU undergraduate credit
$21.00 - no credit

ADDITIONAL INFORMATION: J. Reddick
School of Home Economics
Montana State University
Bozeman, MT 59715
Phone: 994-3241

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ENROLLMENT FORM
(Detach and return)

I plan to attend HOME ECONOMICS 480 - NUTRITION: FACTS AND FANTASIES. Please check the location you plan to attend:

/_/ Butte /_/ Glasgow /_/ Kalispell /_/ Miles City

Name _____

Address _____ Phone _____

City, State and Zip Code _____

PLEASE RETURN TO: Department of Continuing Education
447 Reid Hall
Montana State University
Bozeman, MT 59715